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REPORT OF REGIONAL CONFERENCE
ON
NEGRO EXTENSION WORK
AND
DISCUSSION GROUPS

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Tuskegee Institute, Alabama
January 13-16, 1937

United States Department of Agriculture

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Division of Cooperative Extension C. B. Smith
Assistant Director

Washington, D. C.

April 1937

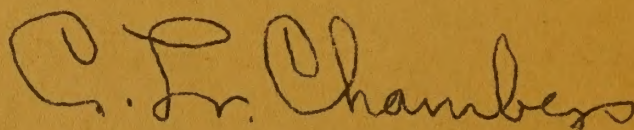
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FOREWORD

Because many changes have taken place in the development of agriculture in the South during the past few years, it was felt that a regional conference of Negro men and women supervisors for the Southeastern States should be called in order that these changes could be discussed and plans made to meet the changes through extension work, and that plans for better supervision and coordination of our Negro work would be effected.

The conference was arranged jointly with the Southern Region of the A. A. A. and the Discussion Group Section of the Program Planning Division of the A. A. A. and resulted in a week's training period under the guidance of three Government agencies with only one travel cost.

A brief of the proceedings of these conferences is contained herein. It is thought that their publication will be of value to all extension workers in the field.



C. L. Chambers, In Charge,
Southern Section,
Division of Cooperative Extension.

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Report of Regional Conference on Negro Extension Work and Discussion Groups¹

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PART I.--PROCEEDINGS OF CONFERENCE ON NEGRO EXTENSION WORK
SOUTHERN STATES, LOWER SECTION

The Regional Conference on Negro Extension Work representing the States of Alabama, Florida, Georgia, Louisiana, Mississippi, and South Carolina was held at Tuskegee Institute in a conference room of the Frissell Library, January 13 and 14, 1937. The conference convened at 9 a. m. with T. M. Campbell presiding and L. A. Green as secretary.

After words of welcome by Dr. F. D. Patterson, President of Tuskegee Institute, a paper The Organization and Presentation of Factual Information as a Basis for State and County Program Building, prepared by P. H. Stone, State agent for Georgia, who because of illness could not be present, was read by Alexander Hurse, State club agent.

The Organization and Presentation of Factual Information as a
Basis for State and County Program Building

By P. H. Stone, State Negro Agent
Georgia County Agent Work

The major purpose of a program of work is to serve as the worker's guide through a definite period of activity, and its chief value lies in the fact that the steps and procedures suggested have been reached through careful observations, sound and varying opinions, application of approved practices, and conclusions based on carefully assembled and digested factual data. In constructing a program of work it is primarily built around the average man or the most frequent type of case found within the group to be served which is in line with the possibilities of our present system of extension teaching. * * *

"The first basic question is, With whom have I to work?

1. The U. S. Census report for a given civil division will show:
 - a. Number of farms and how operated.
 - b. Average size and value of farms.
 - c. Number of persons within certain age groups.
2. The annual report of the State school commissioner will show:
 - a. The school enrollment by racial groups.
 - b. The length of school terms.
 - c. The investment in education.
3. The tax receiver's office will show:
 - a. The number and names of property owners.
 - b. Amount and extent of taxable property.
 - c. Location by district of tax-paying individuals.

4. The county school commissioner's office will show:
 - a. Location of each rural school.
 - b. Name of each teacher.
 - c. Name of local trustees or leaders.

Thus through the use of 6 cents in postage and a tactful hour's visit to the courthouse, the worker may know the:

- (1) Number of landowners and part owners, their names and districts.
- (2) The number of renters and the number of croppers.
- (3) The number of children of 4-H club age and the percentage in school.
- (4) The number and location of rural schools and the approximate amount of help to expect from teachers.
- (5) Something of the established local leadership.

The second question is, Where are they?

1. The rural letter carriers, who have much specific information.
2. The county school superintendent.
3. Sectional church leaders.

From an illuminating half hour's chat with each of these individuals should come:

- (1) The name of each community.
- (2) The most populous communities.
- (3) Where the most landowners live.
- (4) Where the share-cropping sections are.
- (5) The names and location of each school and church.
- (6) Directions for reaching them.

This brings us to the third question, What are they doing?

1. The census report will partially answer this question, particularly as to farmers' ability to make decisions for themselves.
2. There may be completed type of farming studies by the State college available for the area. ^{2/}
3. The answer to this question may have to grow out of observation and key-man inquiries.

^{2/}Gensen and Russell, South Carolina; Otis, Alabama; Oliver and Traynor, Georgia. Some studies also have been completed for certain Mississippi regions.

Thus existing data may show:

- (1) The number who are farming for themselves.
- (2) The number of persons who rent.
- (3) The number who share-crop.
- (4) Typical farm lay-outs with average practices and incomes.

The fourth question What are their basic needs? - has most likely been covered in a general way by publications from the extension division of the State college of agriculture.

1. Chambers of commerce and boards of trade may have valuable information on this question.
2. There may be existing data on local needs in the office of the county commissioners, county school superintendent, ordinary or civic clubs. Whatever existing data are found on this important question should be checked carefully against local observations and opinions.

In an average area of this kind, it might be expected that the following data would be found:

- (1) Suggestions and opportunities for favored crops.
- (2) Weak spots in the local rural economic structure.
- (3) Abandoned agricultural projects.

The fifth question - What are the chief problems to be solved in meeting these needs? - may be partially a matter of local determination, but purely production problems are generally covered by Extension and U. S. Department of Agriculture publications. These publications cover a wide range of subjects such as:

1. Experiment-station reports on suitable crops and varieties.
2. Experiment-station reports on cultural practices for various crops.
3. Soil-survey reports.
4. Suggestive farm programs for certain sections.
5. A wide range of crop and livestock data.

In summarizing the use of factual data in elementary program-building, the basic question of Who, where, what, why, and how? may be greatly simplified by carefully assembling:

1. Agricultural census data on farm population and farm status.
2. School data of age groups in school, school centers, school organizations and status from State and county school superintendent's offices.

Note. Definition of factual information: Existing information generally accepted as a truth without the necessity of further proof or investigation.

3. Specific county data on taxpayers, names, locations, and general status from tax receivers', or ordinaries' offices.
4. General data from rural letter carriers, and similar persons of rare rural contacts.
5. Type of farming data from the State extension service.
6. Production and crop-opportunity data from the State extension service.
7. Existing data on local needs and opportunities through local county, civic, and other sources.

When this and other similar material has been carefully brought together and distributed with the following or similar questions as a guide:

1. With whom have I to work?
2. Where are they?
3. What are they doing?
4. What are their chief needs?
5. What are their problems in meeting these needs?

then thoroughly read and understood, the worker is likely to find himself ready for work on a sensible program, with many of the difficult questions answered sufficiently well to enable progress with little or no loss of time in trying personally to cover the area to ascertain that which was already known.

The foregoing outline has dealt with problems concerned chiefly in the building of local or county programs of work. This procedure appeared advisable, for a State program largely relates itself to the coordination and promotion of the county programs on which it is built.

Organization of County Agent's Work so That a Fair Portion of Time
May be Devoted to Both Field and Office

By Marian B. Paul
State Negro Home Demonstration Agent
South Carolina Extension Service

* * * The success of extension work in reaching large numbers of farm people must depend to a considerable degree upon the spread from one farm to another of the use of improved practices resulting from good demonstrations and other teaching methods. However, for any agent to rely solely upon any one agency or method in solving a variety of problems which may confront him is neither wise nor practical. He must be able to meet the situation at hand with some definite method of procedure. Demonstration facts and definite data that are easily and quickly available are indispensable. News items, circular letters, meetings, tours, etc., lack force if convincing facts and proofs are not available; and they cannot be available unless a system of keeping them is developed in the county agent's office. Therefore the agent must

spend sufficient time in the office - not only to receive calls and give information, but to tabulate his records and materials. * * *

In many cases, the agent cannot give as much personal attention as he desires to, but his office is still the Mecca where farmers obtain the information wanted. The agent, therefore, who wishes to organize his work so as to spend the proper time both in the field and office should:

1. Formulate a program of work which comprises the urgent needs of his county.
2. Select the agencies and most effective methods of executing the program.
3. Determine the methods of obtaining and evaluating results.

The agent should not think of his work in terms of hours spent but rather in services rendered. * * *

It was brought out in the discussion of this paper that lack of office space and clerical help are largely responsible for the unequal distribution of the agent's time in field and office.

Training Extension Personnel: 1. Employed Agents;
2. Local Leaders; 3. Prospective Agents

By Luella C. Hanna, State Negro Agent
Home Demonstration Work
Alabama Extension Service

In keeping with the development of the extension program and in recognition of the splendid service rendered, some consideration for further study should be given the agents already in service. I am thinking not so much of study leading to degrees but rather of courses designed to give agents a deeper appreciation of the needs of rural people. * * *

Special arrangement might be made with colleges and the State extension service, whereby agents may study in their various divisions. Leave of absence with pay might also be granted agents who are desirous of improving themselves by study and research at State experiment stations and the U. S. Department of Agriculture at Washington, D. C. Agents who are eligible from the standpoint of length of service might enter college on sabbatic leave as graduate or undergraduate students.

The establishment of summer schools for extension agents, such as the ones conducted in Tennessee, South Carolina, and Virginia, in the summers of 1930-31 by the Rosenwald Foundation would be most valuable to the in-service agents, as well as to prospective ones. * * *

Much of the training we have given local leaders in Alabama has been through county leaders' associations. These organizations are

composed of representatives selected from community clubs.

Under the supervision of the county and farm demonstration agents, assisted by the supervisory force, training schools are conducted once a month in various activities included in the county and State program of work. * * *

There has been started at Tuskegee Institute a Farmers' and Homemakers' School, which is another means of training local leaders. The agricultural and home-economics departments offer comprehensive and practical courses in agriculture, home management, and family relationship. * * *

With the expansion of extension work, Negro colleges planning to offer such courses should, in addition to their prescribed courses, include rural sociology, psychology, public speaking, agricultural journalism, extension methods, health and sanitation.

Students pursuing such courses should spend some time, say 3 months in the field working with experienced county extension agents, for which they should receive college credits. Apprenticeship positions of at least 1 year in home economics and agriculture might be provided for college-trained men and women who have definitely decided to enter the extension service. These persons would serve as assistants to county extension agents at a nominal salary. They would also be in line to fill vacancies that occur in the ranks and for additions to the extension personnel.

Training Extension Personnel: 1, Employed Agents;
2, Local Leaders; 3, Prospective Agents (Contd.)

By Camilla Weems, Assistant State Negro Agent
Home Demonstration Work
Georgia Extension Service

* * * In Georgia as in other States all agents attend the State annual meeting; ours is usually held in January at the Georgia State College in Savannah, lasts a week and serves as a training school for the agents already in service. Federal and State Specialists and other experts in the fields of agriculture and home economics serve as instructors during the meeting. * * *

For the further training of agents a series of State-District extension conferences are held twice each year. * * *

An effective method used for training the agents already on the job is to allow a limited number each year to attend summer schools of accredited standing. Especially is this true of young agents who have already done college work and need only 1 or 2 years to complete their college work for a bachelor's degree. * * *

The National Recreation Association cooperating with the State

extension service has for the past 3 years conducted recreation institutes, each lasting 4 days. These institutes are held for the purpose of training agents in the methods of conducting local and county-wide recreational programs. * * *

In Georgia the training of local leaders is of paramount importance, and a great deal of time is given to this training for the purpose of getting efficient assistance from the leaders. Our idea is to work through the extension organizations rather than through individuals. * * *

Georgia State College is placing senior agricultural students with successful county farm demonstration agents for training in extension work. This has not been done for girls, but the same type of training could profitably be given prospective home demonstration agents.

In the discussion of papers by Miss Hanna and Miss Weems it was concluded that apprenticeship training is desirable, particularly where funds can be obtained for them.

T. J. Jordan, Louisiana State agent, stated that the majority of their men agents are selected from the teachers of vocational agriculture at the college and are then given a short course of intensive training at the State experiment station before they begin their initial work as agents.

What Are the State and County Organization Personnel Problems
That Limit 4-H Club Enrollment and Completions?

By V. C. Turner, State Negro Agent
4-H Club Work
Alabama Extension Service

* * * In the territory covered by representatives at this conference, there are three States - Alabama, Georgia, and Mississippi - that have full-time State 4-H club agents for Negro boys. One of these States, namely, Mississippi, has a part-time State 4-H club agent for girls. In the other States, Georgia and Alabama, the responsibility of State supervision of girls' 4-H club work rests with the State home demonstration agents. In this same territory, represented here, there are employed 184 Negro county agents of whom 90 are farm demonstration agents and 84 are home demonstration agents.

In Alabama, according to the 1935 U. S. agricultural census there were 128,872 Negro boys and girls of 4-H club age in the 30 counties where Negro extension work is carried on. Alabama is divided into 67 counties. In Alabama, in 1936, 14,743 young people were enrolled in 4-H club work - 6,217 boys and 8,526 girls. Of this number, 8,107, or 55 per cent, completed their projects. In Alabama there are employed 45 county agents of whom 25 are farm and 20 are home demonstration agents.

Personnel Inadequate

The above figures indicate that the present personnel is inadequate to do the task of reaching this vast number of rural youths with helpful information such as is designed by the Extension Service. In Alabama the addition of a State agent for Negro 4-H club girls and sufficient county workers to make a real impression in all counties having as low as a 25 percent Negro population is desirable. Any impartial survey or fair appraisal of the needs of our rural population and the results obtained by the present force of Negro extension agents will warrant personnel expansion. Although this personnel expansion applies only to Alabama, similar expansion is highly desirable in other States represented here.

Among the many State and county-organization personnel problems may be listed:

1. How to enroll and follow up a large number of club boys in a standard organization:
 - a. Select the best adult leaders possible in the community and interest them in the 4-H club program.
 - b. Obtain the cooperation of school teachers and other civic organizations.
 - c. Offer inducements for joining 4-H clubs.
 - d. Select the right junior leaders, ones the boys and girls like and will follow.
 - e. Prepare outlined plans and programs so that leaders will know what to do.
 - f. Prepare circular material for these leaders.
(Here we need the aid of specialists.)
 - g. Be sure these leaders know what is expected of them.
2. Training local leaders:
 - a. Prepare a 4-H club handbook for local club leaders and officers of the clubs.
 - b. Teach local leaders how to conduct a club meeting.
 - c. Give demonstrations in conducting club meetings.
 - d. Obtain circular material for conducting projects.
(Recommended practices should be based on experiment-station data.)
 - e. Give demonstrations, as many of the boys cannot read well.
 - f. Encourage boys to read and write.
3. Finance:
 - a. Getting funds for carrying on 4-H club projects.
 - b. Seek cooperation of banks and chambers of commerce.
 - c. Financial assistance for outings promotes the recreational program, helps to encourage project completions.

3. Finance (Contd.):

- d. Funds for prizes to be awarded at fairs and achievement days help toward project completions.

4. Tours serve as a source of encouragement to complete projects:

- a. Obtain cooperation of local citizens for transportation of boys and girls.

5. Financial returns from projects are usually small:

- a. Unequal division of project returns sometimes discourages club members' efforts both in enrollment and completions.

6. Get public-spirited individuals as county and community leaders. * * *

In discussing this paper Mr. J. A. Evans of Georgia suggested that where possible the same type of written literature and subject matter be used for both White and Negro 4-H club work so as to minimize cost of printing. He stated that it should be written simply and clearly so that all could understand. It was brought out in the discussion that in the States of Florida, Georgia, and South Carolina the same literature is used for both White and Negro boys.

The women in attendance stated that they had not been able to obtain adequate material for 4-H club girls in their States.

The question was raised as to the advisability of having a national 4-H club handbook distributed from Washington. Mr. C. A. Sheffield of the Washington Office stated that he doubted if this would be practical because of the difficulty of issuing a book suitable for all States.

Further discussing Mr. Turner's paper and stressing the need of recreational facilities for Negro 4-H club groups, Mrs. M. B. Paul of South Carolina told of a State 4-H club camp for Negro boys and girls now in operation in her State.

This camp is located 7 miles from Columbia, Richland Co. The site consists of 22 acres of land; 4 cabins; 1 recreation building which includes a dining room, library, and kitchen; 4 sanitary toilets; 1 bathhouse with 40 compartments; a lake 1,300 by 400 feet, 1 pressure pump; 1 lighting plant; playground, and park. There is a piano in the recreation building. Seven acres of the land were purchased by an organization composed of the Negro county agents of the State and the other 15 acres were leased by business and professional men for 99 years to be used for recreation.

The State county agent organization raised \$900, the county \$500, Columbia Chamber of Commerce \$200, F. E. R. A. \$1,000. Local relief agencies furnished material for 100 mattresses which were made by the

club women with the assistance of the home demonstration agents. Other public-spirited agencies including the Negro State A & M College and the State Council of Negro Farm Women contributed house furnishings, cooking utensils, and books for the library.

Controlling Factors in Effectively Obtaining 4-H Club Enrollment
and Completed Records

By Alexander Hurse, State Negro Agent
4-H Club Work
Georgia Extension Service

* * * 1. Definite plans.--In our club work in Georgia the following rules are followed in the promotion of a constructive program:

- a. A time is selected for club enrollment when most 4-H club members and potential 4-H club members are in school and can be most readily reached.
- b. The type of club or clubs is based on what the local club members can participate in most easily and practically.
- c. Simple, straightforward instructions are urged in order that club work will not appear hard or confusing.
- d. A few high points in the year's program are held up during this enrollment period to stimulate enrollment.
- e. These plans include the active participation of the teacher as well as of some other adult leader to work with the teacher, particularly after school closes.

2. Adequate club literature.--Simple and adequate literature is actually a part of our definite plans for doing club work in Georgia. This literature includes a worker's handbook. This handbook covers practically every phase of club work in detail from the time the club member is enrolled until his record is completed. The book is placed in the hand of the adult club leader before the date of enrollment so that he may become thoroughly familiar with the suggestions contained therein. * * *

Twice a year, a revised list of reading material for 4-H club members is mailed to all club leaders. This material is classified so that club members of varying ages and training may select the kind of material best suited to them. * * *

In order for an agent to use the minimum amount of time and at the same time get maximum results, these sponsors or local leaders should:

- a. Learn general plans, aims and objectives of club programs.

- b. Be familiar with general duties of club officers.
- c. Encourage and assist officers and members in the performance of their duties.
- d. Work with the Extension agents in developing and carrying on program.
- e. Attend all club meetings, county council and training meetings.
- f. Act as general adviser to the club at all times. * * *

What Changes Should be Made in Our 4-H Club Program
to Make It More Proficient?

By G. C. Cypress, State Negro Agent
4-H Club Work
Mississippi Extension Service

* * * For the benefit of club members, a number of educational, social, and recreational features have been injected into the 4-H club activities. Therefore, in considering our present program the following questions arise:

1. What are some of the needs that club members can help to meet in the homes, on the farms, and in the communities?
2. In what activities or projects may 4-H club members engage to help meet these needs?
3. In what county or State activities should local clubs participate?
4. Are the facilities adequate to take care of all boys and girls desiring to take part in this program?

In regard to the changes that should be made in our 4-H club program to make it more proficient, the following should be observed:

1. The age limit for 4-H club members.
2. The size of the demonstrations.
3. All work to be done by the club members.
4. Time devoted to club work by agents.
5. The method of conducting club members.
6. Uniform period of time for conducting certain county and State-wide meetings.
7. The conducting of community projects.

One of the requirements for becoming a 4-H club member is that a boy or girl must be between the ages of 10 and 21. We have found in our work for the past few years that a number of young people above 21 desire to continue in club work. In a large number of cases, they have set their ages back in order to do this. The question naturally arises, should the age limit be changed? We are cognizant of the fact that there is a national movement to organize young rural people between the ages of 16 and 30 into some type of rural organization. This has come about because they have passed the club age and therefore cannot participate in

the 4-H club program. It seems that our present program, with a few changes, could easily accommodate these young people without having to set up a new organization. 4-H clubs could be divided into junior and senior divisions with the older boys and girls holding separate meetings at times and participating in activities that are in keeping with their ages, as well as with their physical and mental development.

For example: The requirement for 4-H club boys as it relates to project demonstrations is at least 1 acre of corn or cotton or one calf or pig. The impression is, that they are not expected to carry larger projects, but we have had boys in club work who have been so thoroughly sold on this idea that they have stayed in club work 6 or 7 years cultivating the 1 acre, and carrying the one pig in their demonstrations. This small acreage and number of animals are not appealing to the older club boys, nor are they adequate to meet their economic and educational needs. Therefore, I feel that in this senior group the project requirements should be definitely increased. * * *

County agents have been devoting a part of their time to the development of club work for the past 30 years, but this has been done largely in keeping with their own feelings, with no definite requirement. My suggestion is that not less than 50 percent of the agent's time be given to the development of 4-H club work. * * *

There has been a discussion among the agents in some States in regard to limiting the time to a shorter period for getting club enrollment. For example, in some States there is a period of 3 months for getting club enrollment. There would be a decided advantage if all the extension forces in these States would be asked to lay aside all other phases of extension work and complete their annual club enrollment during a period of 10 days or 2 weeks. There are, as you perhaps know, some advantages and disadvantages for having such a long period over which to get our club enrollment. Agents in some States have been thinking of one particular day to be known as 4-H Club Rally Day, and on that day, all the county club rallies are to be held. This would bring together in some States some 15,000 or 20,000 boys and girls, all doing the same thing at the same time, with at least 10,000 parents and visitors witnessing their activities. This would be a very great advantage if on the said day it was desired that 4-H club members listen in over the radio to some national character or special program that was being broadcast.

In Mississippi such a program has been advocated for the past 5 or 6 years. It is felt that the conducting of community projects by all 4-H clubs is meeting some very urgent needs in the communities. This is a requirement for all local clubs in our State, and we feel that within the next few years, each club not only will carry one community project but a number of community projects in keeping with the needs of the community. * * *

What Emphasis Should be Placed on Recreational, Cultural, and
Sociological Activities in 4-H Club Work?

By Mrs. V. L. Lindsay, Assistant State Negro Agent
4-H Club Work
Mississippi Extension Service

* * * The rural Negro youth needs training along recreational, cultural, and sociological lines. Much of this training should come through 4-H club activities. In view of the short school terms in our rural districts, a splendid opportunity presents itself to extension agents to aid in developing these boys and girls so that they may be more able to enjoy the higher things of life and become better fitted for the positions they are to some day occupy. * * *

Emphasis should be placed on how to work and play in the 4-H club program. Recreation should be given a definite place on most club programs, and ample time should be given to it at each club meeting.

I have noticed particularly that where there is an organized club with a good recreational program, its members give better cooperation in meeting the vital community needs. People work better together in proportion as they understand each other, and they understand each other better as they mix and mingle in group activities. In building a recreational program several points must be kept in mind, namely, seasons of the year, ages and sizes of groups. The agent should decide beforehand whether games will be strenuous or quiet according to the occasion. A group, for example, that comes to a party after a hard day's work is not likely to participate enthusiastically in active games. Ingenuity on the part of recreation leaders will go far toward making parties, socials, and games a success. * * *

Commenting on Mrs. Lindsay's paper Mr. J. A. Evans of Georgia said that music and play are the two great harmonizers in social work, and aid greatly in getting people to work together for community betterment.

How Are Extension Agents to Hold Club Members
16 to 26 Years of Age?

By Birdie T. Pompey
Movable School Negro Agent
Alabama Extension Service

The fundamental purpose of the senior 4-H club organizations and programs should be to give young adult people in the rural sections, through study and practice, a broad concept of farm and home operations as a whole, with the ultimate goal that members in time will establish themselves as farm and home owners and operators.

Extension agents, in order to hold the interest of the rural older

boys and girls in 4-H club work, will first have to consider their aspirations and desires. Some of the major problems confronting these young people are: Earning money, acquiring an education, and choosing a vocation for life.

The period between the ages of 16 and 26 is the time when the character of 4-H club members is being formed. Here we find them struggling with their individual opinions and oftentimes longing to get away from present surroundings. To meet these situations satisfactorily, recreation and proper social contacts are necessary and must be provided if normal, wholesome relationships are to be maintained. * * *

Programs designed for club members should tend to make them more self-sustaining through their projects, and should also give them a better understanding of the business of farm and home life. * * *

In the discussion of this paper it was the feeling of the group that the agents could not afford to devote too much time to the older boys and girls, especially at the expense of regular club members, in view of the fact that many of those who have passed club age do not choose to follow farming as a life work.

How Farm-Home Records Might be of Greatest
Value to Extension Workers

By A. A. Turner, District Negro Agent
County Agent Work
Florida Extension Service

* * * The extension agent is enabled to make a more complete and accurate report of his own work with the help of records kept by local farmers. In many cases the county agent has not had sufficient training and experience in office management to make complete and accurate reports of his work, hence the need of clerical assistance. Without a doubt any farm agent under these circumstances finds himself greatly aided by having at his disposal records kept by the farmers in determining their basic needs.

This might be a case of having to give information on how much of a certain crop should be planted or the next best crop to plant in a program of soil conservation, or how much fertilizer to use on a particular soil.

All such information can easily be given where adequate records have been kept of the individual farmer's operations.

In planning work for the year the extension agent should obtain records of all farmers with whom he intends to work. This will enable him to determine where losses or gains have occurred. By keeping records of the farm dairy, poultry, and livestock, it is possible for the agent to know those farmers whose methods of feeding are most profitable. * * *

Current market prices are kept more stable by increased knowledge of conditions of crops and livestock - their quantities, grades, and qualities, locations, and accessibilities to market.

The spread of harmful insects and diseases affecting plants and animals is more easily and quickly checked with the help of farm-home records.

Where records are kept the effect of weather and climatic conditions on farm crops can be more accurately checked by the extension agent and made available for information to farmers on how they may avoid certain unfavorable weather conditions in planting and harvesting crops. With the use of farm-home records the extent of credit of individual farmers seeking financial aid is easily determined. * * *

The Need for More Specialists' Assistance

By Nicholas Kollock, State Negro Agent
County Agent Work
Alabama Extension Service

The extremely large Negro farm population in counties where Negro county agents are working makes it necessary for more specialist assistance. There is growing demand on the part of the masses for economic and social information.

In a recent Extension Service report we found that in the Southern States to every Negro county agent employed there is an average of 14,000 rural Negroes to be reached. There are no assistant county agents, and, with few exception, no State 4-H club agents to share in the work with the young people.

In some States county agents are attempting to work as many as four counties without any assistance except that coming from State supervisors and whatever help that can be obtained from the White specialists.

Specialists are needed to assist in the following subjects:

- Field crops.
- Farm management.
- Livestock.
- Soil conservation.
- Poultry.
- Marketing.
- Horticulture.
- Reforestation.
- Foods and nutrition.
- Clothing.
- Child development and parent education.
- Home management
- House furnishings.

Home health and sanitation.
Organization.
Community activities.
4-H club work.
Camps.
Recreation.
Program planning.
Training local leaders.

Specialists are not only needed to prepare subject-matter material but also to go into the field with the agents and give demonstrations, thus helping them to interpret the material presented.

Specialists should supply the agents with the findings of the State experiment station and the U. S. Department of Agriculture.

The specialists could serve the farmers through the agents in connection with their participation in the new governmental agencies.

If this type of assistance is to be furnished by the White specialists, then it would seem feasible that their schedules and itineraries should include the Negro division of the Extension Service, so that when the specialists make the rounds of the State to serve the White workers the Negro workers would get the use of their services while the specialists are in a given section, when they are called upon. * * *

The matter of record keeping and report making could be greatly improved from the standpoint of county and State work with the assistance of specialists.

In Alabama a request for assistance in poultry was made, and as a result the State poultry specialist influenced the director to appoint a part-time Negro specialist to work with Negro farmers of the State.

We feel that this will go a long way toward establishing real poultry projects among our Negro farmers. * * *

With small salaries and travel allowance, with little clerical assistance and inadequate office space and equipment, Negro extension workers labor under a tremendous burden. * * *

The Need for More Specialists' Assistance (Contd.)

By Beulah S. Shute, District Negro Agent
Home Demonstration Work
Florida Extension Service

* * * We look to the specialist to assist the agent in planning programs, teaching the agent new methods and subject matter, preparing and supplying the agent with materials such as bulletins, pamphlets, and other teaching materials, assisting with group meetings, as the boys'

and girls' short course, agents' conference, and farmers' and home-makers' institutes.

Those who have had the assistance of a specialist report that they found it most valuable in keeping in touch with State-wide movements and understanding subject-matter and teaching material more clearly.

To understand the need for a specialist, it is advisable to consider the educational status of the Negro extension agents. Some of them have not completed their education, and in many instances the salary is not sufficient to lay aside funds for further advancement. There is also a general need for specialist assistance in training the agent on the job in subject matter and report making. * * *

In Florida there are only 15 Negro extension agents serving as many counties in the State. With the poor housing conditions, ill-fitting, poorly selected articles of clothing, malnutrition both of children and adults resulting from poorly selected, improperly cooked foods and unbalanced diets there is a need for specialists to prepare information that will enable the agents to correct this situation. * * *

Blending of the Negro Plan of Work With the
General State Plan of Work

By H. E. Daniels
Assistant State Negro Supervisor
South Carolina Extension Service

* * * The first step in blending the Negro plan of work with the general State plan should begin by coordinating all phases of the work in the county and by working out a schedule to meet the demand, indicating how and when each enterprise should be attacked.

Result demonstrations are still the foundation of good extension work. In planning demonstrations there should be a thorough understanding of the State plan in order that there will be no conflict.

The combating of disease and insect pests has been and still is of great concern to farmers. This difficult field job can never be handled to the best interest unless there is a blending of all plans into a general State plan. Another important factor with our changing agriculture is the question of standardizing, grading, packing, and marketing farm products. All these points should be considered in program planning. There should be only one general State plan of extension work.

All farmers growing crops and livestock in a given section need the same kind of assistance. * * *

In discussing this paper Miss May Cresswell, State home demonstration agent of Mississippi, said: "Our Negro State agents attend staff

meetings and conferences called by the director at the college, and in this way the Negro agents are enabled to get practically the same information as that of the White district agents to take back to their county agents."

C. A. Sheffield, field agent, Southern Section, U. S. Department of Agriculture, Washington, D. C., in discussing the subject, Organizing and Conducting Farm and Home Demonstrations, said:

" * * * I want to tell you something about your organization in the South and how you stand. I don't have the figures on hand, but I can recall most of them. I have analyzed the various phases of the work in the South, and found some very interesting differences between these phases and those of the North. We have more farm and home agents in the 12 Southern States (2,939) than in all the other regions combined. The Eastern region has more specialists than farm and home agents combined; the Central region has one specialist for each two county agents, and this is true of the West. In the South, we have one specialist for each six county agents.

"I visited a conference of the Eastern States, and their problem was that they had so many specialists going in and out, that at times the county agents did not know when the specialists were in the county. I hope we shall never reach this point, and I shall try to keep this from happening.

"We have the figures taken from the annual reports for 1935.

"Dr. De Blumer made this statement: 'The Extension Service is far reaching in its work, but we have a great group of people who are urban, living in the small villages, who under the present set-up have no agency touching them. It is my opinion, after some study, that this is a job for the Extension Service to place more emphasis upon'. * * *

"In the South, 90 percent of the southern farmers participated in the A. A. A. and were therefore reached through Extension Service.

"4-H club work in my opinion is one of the major problems we have to work with in Extension Service. The thing for you to do is to bear down on the enrollment of members between the ages of 10 and 14. Give some time to the older boys and girls, but make 'number one' those between the ages of 10 and 14.

"In 1937 I recommend that you study the enrollment of 4-H club members in the various States. All the agents do not enjoy club work, and they will be the ones to shunt it. Your job as supervisory agents is to see that these agents measure up to the average enrollment for 4-H work in your State or county.

"We have a great problem before us. We need to coordinate more and get this work done without so much lost motion. I know from

experience that our specialists spend a great deal of time going from place to place. This means a great waste of time in traveling. We want to work out a system that will eliminate these lost days of travel, and this will give your group more of their time.

"In the summertime, after the demonstrations, etc., have been worked out, we organize field tours, etc., showing a group our demonstration. This will be repeated for each type of demonstration, maybe for 15 days. We ought to be able to view all our demonstrations in a couple of days and use these days for worth-while work.

"A lot of time is lost in taking different groups to livestock sales, sometimes into other States. I hope that we can gradually promote general livestock sales and thus save a great deal of the agents' time.

"With reference to printing - we have a provision in the law that prevents us from exceeding 5 percent for printing. We can do some coordinating in our printing, I know, and I think it is more our problem than yours. We should pay more attention to adapting printed material for all the agents."

How Does the Soil-Conservation Program
Affect Negro Extension Work?

By M. M. Hubert, District Negro Agent
County Agent Work
Mississippi Extension Service

* * * The soil-conservation program has been so extensive in its scope and effective in its operation, that it has established permanent organizations among the people living in rural districts. The lesson taught supplies a rich store of information for future organization in extension work. * * *

During the campaign of 1933 when farmers were required to take cotton out of production under the A. A. A. program, Negro extension agents interested many Negro farmers in this program although these same farmers could not be persuaded by the local committees to cooperate in the measures outlined by the Department of Agriculture. * * *

The program has also improved racial conditions through all working to a common end for the improvement of the South.

The Extension Agents' Part in Rural Health Improvement

By Alice C. Oliver, District Negro Agent
Home Demonstration Work
Mississippi Extension Service

The Extension Agent occupies a strategic place in the matter of health among rural Negroes.

Anyone familiar with the situation cannot deny that it is imperative; feeding, clothing, and housing are by far the major problems. State and county health departments are perhaps doing all they can to cope with the situation, but still there is much work to be accomplished.
* * *

Most of us are guilty of placing more stress on blue-ribbon pigs, A-1 chickens, and 100 percent glasses of jelly than upon the health of the boys who raise the pigs and chickens and the girls who make the jelly. * * *

The question of personal hygiene and the ever-present waterbucket and dipper used by the individual family is still a menace to the rural communities.

We as extension agents must continue to wage this fight against disease among our people in cooperation with all other agencies working to this end.

The Extension Agents' Part in Rural Health Improvement (Contd.)

By Miss J. L. Dent, Movable-School Nurse, Alabama

The need for health improvement and health education among rural Negroes is apparent. The large amount of sickness and the high rate of mortality among this group claim Nation-wide attention.

Where there is a high average of sickness and disability there is likely to be a very low income and consequently a low standard of living.

Much of the sickness or disabilities among rural families is due to communicable and infectious diseases. Some of the more common ones are gonorrhea, syphilis, colitis, tonsillitis, dysentery, chicken pox, smallpox, mumps, measles, malaria, typhoid fever, diphtheria, colds, pneumonia, influenza, whooping cough, and certain kinds of itch.

Most of these diseases are preventable, and a knowledge of how they spread has much to do with their control. They generally pass from one person to another by direct contact, such as handshaking, kissing, eating and drinking after others, coughing and spitting promiscuously, also by the use of the public drinking cups, public toilets, and careless disposal of human waste.

A number of diseases such as typhoid and malaria fever, colitis, and tuberculosis are transmitted by flies, fleas, rats, bedbugs, body lice, mosquitoes, and cockroaches. However these are not the only ways by which diseases are spread. Cases are known where tuberculosis has developed from drinking milk from tubercular cows: in other instances the health of entire communities has been endangered by drinking water from polluted wells, springs, and streams.

Extension agents can help to improve the health conditions of rural people by emphasizing the importance of periodical physical examinations and urging these people to take advantage of inoculations, vaccination, and public clinics when available. Extension agents can help by reporting any case that they may suspect to be tuberculosis, diphtheria, typhoid fever, smallpox, or measles.

4-H clubs and short courses offer extension agents splendid opportunities to organize health clubs for the teaching of first aid, isolation of patients having contagious diseases, home nursing, personal hygiene, and to rid the young people's minds of many superstitions, so prevalent among rural people, regarding the treatment of diseases such as:

Not allowing the mother to bathe for months after the baby is born.

Mole feet, rice buttons, wood lice, shoe sole, pennies, etc., around the baby's neck to make him teethe easily.

The belief that night air is poisonous.

Wearing dimes, brass wires, and nutmeg around necks as a protection from enemies.

Wearing buckeyes and white potatoes in pockets to prevent diseases and ailments or maybe cure rheumatic conditions.

Many rural people are given to the practice of exposing their children to childhood diseases with the belief that they must have them while they are young.

The extension agent should discourage small children's caring for babies and especially administering drugs, as are too often the case in rural homes. There are a number of simple home conveniences and labor saving devices that offer extension agents splendid opportunities to help rural people to improve their health conditions.

For instance demonstrations in mattress making is an item in the extension agent's program and constitute a health measure. * * *

From observation of the extension program as it is being carried out in Alabama, as well as participation in it, I believe that almost every phase of extension work offers the demonstration agents an avenue

of approach to rural health improvement and consequently to better living conditions for our rural people.

Farm Tenancy and Negro Extension Work

By T. J. Jordan, State Negro Agent
Louisiana Extension Service

* * * Tenants as well as landowners are selected as project leaders if it is the will of the group. After the project leaders are selected, officers are elected from the project leaders' list. This is done to make all the officers equally responsible for some project; also to make the tenants feel that they as well as the landowners are a part of the community. * * *

The landlord cannot get cooperation from the tenant by force; neither can the tenant get justice from the landlord through drastic measures on the part of outside agencies. But both will succeed when they get together if each has a common interest. * * *

The agents carry on the home-improvement and home-beautification projects as well as the home-ownership project. The tenants, being in the organization with the landowners, see the beauty in owning a home. Those desiring to buy are urged by the agent to save at least enough money to make a down payment and to pay all if possible. * * *

Commenting on this subject Mr. Sheffield said: "Mr. C. O. Henderson at Stoneville, Miss., has been making a study of the plantation system in Mississippi. It seems there is at present a tendency toward moving the sharecroppers to the status of day-laborers - a status apparently beneficial to both landlords and laborers.

H. A. Hunt, Negro representative, Farm Credit Administration, Washington, D. C., raised the question as to whether or not, all things being equal, we can expect any more from our southern agriculture than a bare existence, or a reasonably decent living. That's about all we get from other lines of endeavor, he said.

J. A. Evans made a short talk on the same subject. He said: "Dr. Hunt has raised a question of very deep significance. Our whole system has been based on the idea of making money rather than on making a life. We shall have to change our viewpoint and make the 'making of a life' the basis of our program.

"This tenancy problem is a big one. We want to help the Government to select tenants who have proved their managerial ability, etc., as the ones to be aided in purchasing land. If this is not done, the whole program will be ditched.

"There are two other approaches that I hope to see:

1. An expansion of the Federal credit facilities.
2. Expansion of the Resettlement program.

We have 'poverty of the land, poverty of the renter, and poverty of the landlord', necessarily making for a 'poverty-stricken tenant.' An ounce of prevention is worth a pound of cure. No matter how much money the Government appropriates, only a limited number of tenants can be reached in this generation. Can you think of a better system than the tenant system? I find and you'll find that thousands of the best farmers we have started as croppers. We found recently that in honoring seven master farmers in Georgia more than half of them started as croppers.

"I feel that the biggest problem we have is soil erosion. We are just beginning to realize the fact that we have been exploiting our basic resource, the land, and turning what was once a fertile country into a veritable desert. We must conserve and build back our soil. Nearly 70 percent of all farms operated in Georgia are operated by tenants and croppers, which is a 1-year proposition. The only way we can hope to put over a real conservation program is for all farm people, the landlord, tenant, and cropper, to cooperate in building up the soil; to make them conscious that the life of our basic resource of agriculture is based on stabilized tenure. Their self-preservation depends upon this type of cooperation. We have somehow got to educate all the farm people that it is to their advantage and for their self-preservation for such cooperation. We hope by means of case studies, etc., to formulate a satisfactory landlord-tenant agreement and popularize it."

County Agents' Reports as a Progressive
Index of Accomplishment

By Robert R. Bell, Negro Movable-School Agent
Alabama Extension Service

* * * The factual data contained in the county agent's report should serve as the basis for building his county program. * * *

The agent's report also furnishes excellent subject matter for teaching in the colleges, and it is to be regretted that these reports are not put to a larger use in this connection. These reports should also serve those who are seeking agricultural and home-economics employees from the ranks of the extension force to teach in the colleges. An accurate county agent's report not only serves to help the agent find himself but is also used as a basis for determining the agent's record of efficiency. * * *

PART II.--DISCUSSION GROUPS

The discussion group conference was held January 15 and 16, 1937, with Dr. Carl F. Taeusch, chief, Program Study and Discussion Section, A. A. A., U. S. Department of Agriculture, presiding.

C. B. Loomis, regional administrator, Program Study and Discussion Section, A. A. A., U. S. Department of Agriculture, discussed Suggestions for Organizing the Negro Discussion Groups in the South, as follows:

"In organizing discussion groups the whole idea is to get people to think. We hope by this means to secure some method of rebuilding the machinery of this democracy. The home groups seem to be the best for the discussion groups because there you can combine the social atmosphere which is distinctly an asset."

His talk was fully augmented with blackboard illustrations as follows:

- "1. Groups already organized.
2. Both men and women.
3. Make use of the social appeal.
4. Training county agents who must train local leaders.
 - (a) Hold a demonstration discussion group with the agents.
 - (b) Go into county and have demonstration discussion group with the agent and his leaders.
 - (c) Add preachers, teachers, etc.
5. Training courses for summer school.
6. Extra-curricular groups.
7. Committee of Negro affairs.
8. Personal discussion groups."

T. M. Campbell, field agent, Negro work, Southern States, U. S. Department of Agriculture, speaking on the topic Meeting the Situation, among other things said:

"This is not entirely new to us. We have been doing some work of this nature all along but it has not been designated as discussion groups. In order to establish authentic information as to the proceedings of such local meetings in the rural district, we should seek the cooperation of our local white friends. Especially is this necessary in sections where friendly sentiment between the races has not been built up.

"I believe that the Extension Service offers a splendid opportunity for promoting the discussion groups among Negro farmers."

Mrs. Helen Hill Miller, Editorial Assistant, Program Study and Discussion Section, A. A. A., U. S. Department of Agriculture, conducted a discussion group demonstration using a group of agents in attendance at

the conference as subjects. She stated that in a large part the local agents will have to prepare local material. She distributed pamphlets she said were very useful in presenting a national background for group discussion.

What Has the Southern Negro Done to Promote Discussion Groups?

By B. F. Hubert, President
Georgia State Industrial College for Colored Youths

"For a long time there was no definite progress made in the development of discussion groups among Negroes in the South. Until more recent years, the rural Negro was left largely to himself. The absence of any kind of discussion group was especially noticeable in communities where there was a large percentage of tenancy. There was seldom occasion or opportunity for community meetings, where there was full and frank discussion of the problems of community life.

The Country Church

The country church, numbering approximately 32,000 today, offered the first real opportunity for rural people to meet on common ground where they could exchange ideas. As a usual thing, the country people met, as is still their custom, in their churches once each month, and, in an informal way, spent the major part of the day in their regular church services, and the remainder in informal interest group meetings, around the church grounds. Here, crop production, markets and marketing, transportation, schools, health, and religion, were the major topics. The leaders in these informal group discussions were usually men who had achieved success in the community, that caused them to be recognized by their neighbors. The country church, probably more than any other organization, held the people together, and stimulated and inspired them to do things in a concerted way. Although religion was the major topic of the church discussion, much time was given to secular matters.

The fraternal societies also gave opportunity for the discussion of community matters. Thousands of halls, weekly meeting places for members of the local lodges, were built in practically every rural community in the South. Many of these are now falling in decay and are evidences of the fact that rural Negroes desired for themselves an opportunity to think and discuss their own problems. Many of the subjects discussed in these meetings were for the good of the community as a whole, as well as for the good of the members of the particular order or lodge.

The Tuskegee Farmers' Conference

The organization of the Tuskegee Farmers' Conference by the late Booker T. Washington, soon after the founding of Tuskegee Institute in the early eighties, was a distinct contribution to the progress of the

Negro in the South. These conferences, held annually, and presided over by Mr. Washington, made a wide appeal throughout the South. Here, Negroes were encouraged to come and discuss their own community problems. It was the custom of Mr. Washington to allow only those who had achieved success in their communities to speak at these conferences.

Growing out of the Tuskegee conference, other conferences were organized in practically every State in the South. Farmers, ministers, teachers, and other public-spirited people of both races met together for a frank discussion of their everyday problems. In many instances, programs have been developed for the enrichment of the community life of the people. * * *

The opinion is rather general that the development of discussion groups has been discouraged among tenants and sharecroppers. In recent years, however, practically all of the work that has been introduced among Negro farmers by both extension and vocational workers, by a rather liberal interpretation, can be classified under the heading of discussion groups. Wherever there is a result-demonstration meeting, farmers' meetings, or general meetings, there is always a period devoted to the asking of questions, and a general discussion of the questions raised in the proceedings. * * *

The Negro Organization Society of Virginia founded in 1913 by Dr. R. R. Moton, the late Major Allan Washington, and other prominent Virginians, incorporated into its constitution the motto: "Better schools, better health, better homes, better farms." This society has done a great deal to encourage and influence colored people in Virginia and other States to think out their problems and discuss them together in order that they might unite in their efforts for improvement.

Community Center Work

Some progress has been made in the development of centers where Negroes are encouraged to come together regularly and think and plan their community programs. It would be well to mention some of these.

The Neighborhood Union of Atlanta, established by Mrs. John Hope over 30 years ago, is a typical example of the urban discussion group. A few other organizations of this kind have been established in various urban centers of the South.

A summer camp, established under the general direction of Bishop R. E. Jones in Waveland, Miss., provides a place where leading educational and social workers are encouraged to think out and discuss their own and other problems of general interest.

In more recent years, a summer camp has been established by the Negro extension service near Columbia, S. C., where the young men in 4-H clubs are assembled from all parts of the State each summer for conferences and recreational activities. Near Orangeburg, S. C., a summer camp

for vocational students in South Carolina has been established for the same purpose. In Georgia, in Liberty County, in the coastal section, a community has been built under the leadership of the local Negro extension workers. This community house is used for general group meetings, for both adults and boys and girls. Farther down the coast, at Saint Marys, land has been purchased for the building of another community house for the people of that area.

In Hancock County, in the piedmont section of Georgia, a community center was built in 1931. Since the establishment of this center a health unit has been added, and a community cooperative store. A community leader, spiritual leader, a home worker, and a nurse lead the community in group thinking and planning. Since the establishment of these centers, other centers are being planned and developed by communities where the people may assemble from time to time for community recreation and economic and social planning.

In reviewing the history of the discussion group among Negro farmers, a liberal interpretation will show two types of groups. One, the miscellaneous confab or group chat--the aftermath of most gatherings. This type is characterized by rather indefinite leadership, no planning, and no historical results. The second type grew out of the old farmers' conferences, and has been utilized largely by extension, vocational, and other rural workers. In this type, leadership has been more definite. Some planning has entered, but it has largely been used as a miscellaneous aid and not a definite tool to achieve results.

As we think of the interest that comes from active participation, of the mental alertness that comes from the interplay of minds, and of the disappearance of fear and suspicion that comes from contact, the discussion group with a planned program of activity under keen, alert, leadership looms as one of the major tools of rural enlightenment.

I should like to think of a county extension or vocational program as having a common, comfortable meeting center, where at regular and frequent intervals the people of the community could come together to play, to sing, and then to draw their chairs around the leader for a heart-to-heart talk or discussion of what's going on in the world of news; what's being done in a legislative way to make rural life richer; what each individual and the group can do to help achieve the same end; what's new and advisable in the way of farm and home practices.

I should like to see each church become a part of this vast discussion-group movement so that it would not be necessary for the groups to gather in little clans on the outside to engage in miscellaneous semileaderless chats on local doings and interests, but that a well planned discussion covering the economic and social phases of local life be arranged as the culmination of each regular service.

How Can We Train Discussion-Group Leaders?

By E. A. Grant, Agricultural Instructor
Tuskegee Normal and Industrial Institute, Alabama

Extension service education is based upon interpreting research findings and scientific data to groups of interested rural people. A discussion is a method of teaching, which has been used for a long time by extension workers with much effectiveness. Group discussions serve not only for economy in dealing with many people but also to bring about realizations of problems, a sense of awareness that the problems need study and solution, and united participation in thought and effort in making the solution possible. * * *

As agricultural extension work advances from the simple to the complex, it becomes more difficult to use volunteer local leaders in the presentation of material.

What can be done to prepare leaders?

Two suggestions might serve as an approach to this problem.

1. Where shall leaders of group discussion be trained? Since extension-service workers are called together from time to time in National, Regional, State, district, and local meetings, a part of the program should be devoted to definite instruction as to the best methods of disseminating information and getting wholehearted participation on the part of those concerned. This should include the necessary attitude and psychology of approach in dealing with groups of people. The fixity of rural attitudes which largely determine or influence rural behavior should be known in advance of leadership activities.

Another phase of organization that should prove valuable for training leaders is the short course held for extension workers in most if not all States for one or more weeks each year.

A most promising setting for training leaders of group discussion is in our agricultural colleges. A phase of a curriculum should provide for courses in extension methods for those desiring preparation for the work of county agents. A splendid opportunity is here presented for the selection of students receiving the necessary technical instruction and who possess personality traits, prerequisite to a fair degree of success in this field of activities.

2. How shall leaders of group discussions be trained? Any suggestion made on this question must among other things take note of the qualifications of the instructor to do the job, the proper selection of the group to be taught, the material available for teaching purposes and the time allotted for such instruction. It is of primary importance for each leader in training to know what is meant by group discussion and how one should be conducted. All factors or principles related to group

discussions should be listed and carefully evaluated and should become the core of training content as well as procedures of training. Pre testing and evaluating the learner's experience in any type of leadership jobs would help much in determining course content and also where emphasis should be placed in the training.

Teaching should be done in terms of difficulties. Valuable time could be saved by eliminating what is already known and what already can be done satisfactorily, and by dealing only in a concentrated manner with those features of instruction that will give the learner a greater grasp of what he knows in part and provide for him new experiences.

The learner should receive experience in every major principle and practice needed in guiding group discussion. Training equipment should include spacious blackboards and large pieces of paper upon which the learner can write down the ideas and statistics presented, just as he would do as a discussion leader. He should be taught how to make the physical environment comfortable for the group, how to get the meeting started smoothly, how to simplify technical data, how and what kind of illustrated material to present, how to get the group interested in the topic, how to insure participation of everyone, and how to check himself after each meeting so as to improve his technique and grow professionally.

To develop skill as discussion leaders, practice is necessary. Good demonstrations should be observed and analyzed. Potential discussion leaders should practice under guidance of a successful discussion leader and should learn to criticize and improve their own technique. Repetition is as essential an element in learning to be a successful discussion leader as it is in any other learning situation. * * *

Comments on Extension Program and Group-Discussion Methods

Dr. J. S. Clark, President, Southern University, Louisiana.

We admit that we have not trained as well as we should have, but that is because there has been no demand for specifically trained extension workers. Now that you have made the demand I am sure that the A & M presidents will map out a program to give you what you want. You must understand that the land-grant colleges are State schools as well, and as they receive a large part of their support from the State, they must have a liberal arts course in order to prepare teachers as demanded by the States.

Dr. W. R. Banks, Principal, Prairie View State Normal and Industrial College, Texas.

For a long time extension work was looked upon as a stepchild in the educational field. There are extension workers in Texas, and we took the responsibility of training them. I must admit that in many cases we made a mess of it. You'd be surprised how much ignorance there is in the classroom behind a desk. We send people out and there is a great gulf between what is and what they learn in school. There is little relation

between what they learn and what they have to face in practice. * * *
I am asking all our graduates who have gone out during the last 2 years to write back to me just what we need to do to make our agricultural curriculum and program more effective.

James T. Taylor, Instructor, North Carolina State College for Negroes.

The land-grant colleges are emphasizing less and less agricultural and mechanical arts, and are emphasizing more and more the liberal arts and sciences. This does not make for proper preparation for work in the rural sections.

Dr. Taeusch said: "The reason why many of the best men in the Department of Agriculture were trained in colleges other than agricultural colleges is because the agricultural colleges have not been making their courses broad enough in scope to fit the situation existing at present. It will be necessary for them to broaden their scope before they are able to meet the situation adequately."

RESOLUTIONS

WHEREAS, The State supervisors and district agents of Negro extension service, land-grant presidents, and staff members from colleges in the States of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina have been called into conference by the Washington office and

WHEREAS, the office of Field Agent, (T. M. Campbell) has prepared a comprehensive program dealing with those topics which in a large measure are responsible for the success of the Negro extension work, and

WHEREAS, a program for discussion groups has been so vividly demonstrated, and

WHEREAS, the officials from the Washington office have greatly helped by their very patient and painstaking participation on the program, thereby greatly simplifying our work for 1937,

Be it resolved that we submit the following resolutions:

1. That this conference has made a cross-section study of the various problems affecting extension work, which are studied and dealt with by the officials from the State and National offices of the Extension Service.

2. That this type of meeting gives the Negro district agents opportunity to present and discuss in their own way, any problem or handicap affecting them or their local workers in the performance of their duties.

3. That we go on record as endorsing this method of imparting

information to the group and accepting it as a part of the regular extension program.

4. That problems which are general and found to be common to all the States, and affecting the Negro work to the extent of retarding its progress should be made known to the Department in a resolution over the signature of the State leaders through the office of the field agent.

5. That annual 4-H club encampments similar to the one in Washington be held each year in the upper and lower Southern States with the Negro field agents assisted by other officials designating desirable sites in their respective territories.

6. That the group here assembled thank Dr. F. D. Patterson, President, Tuskegee Institute, for the cordial and kind hospitality accorded us during our stay here.

7. That we deeply appreciate the valuable services, ripe experience, and wise counsel of Dr. J. A. Evans, Assistant Director of the State of Georgia, and wish to thank him for his presence at this conference.

Signed:

V. C. Turner, Chairman,
Marian B. Paul,
M. M. Hubert,
A. A. Turner,
Alexander Hulse.

